**Lesson Plan Format**

**Teacher Candidate: Ashley George Grade Level : 5th Date of lesson: November 14, 2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

DoDea:

**5SS4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

Components:

5SS4.a: Explain the influence of location and physical setting on the founding of the original thirteen colonies and the American Indian nations inhabiting these areas.

5SS4.b: Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding.

Examples: John Smith, Virginia; Roger Williams, Rhode Island; William

Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford,

Plymouth, and John Winthrop; Massachusetts

5SS4.c: Describe the significance of religious influences on the earliest colonies and the growth of religious toleration and free exercise of religion.

Examples: Puritanism in Massachusetts, Anglicanism in Virginia,

Catholicism in Maryland, and Quakerism in Pennsylvania

5SS4.d: Illustrate how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish and French colonial systems.

5SS4.e: Describe the introduction of slavery into America, and appraise the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

5SS4.f: Explain the significance of early democratic ideas and practices that emerged during the colonial period, including representative assemblies and town meetings.

Students will be able to locate where the colonist settled on a map. Students will be able to identify the reasons why the Pilgrims came to the New World. They will also be able to explain how the inventors and colonist would benefit from a new colony.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have a basic understanding of a map and how to read it.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to locate where the colonist settled on a map.

Students will be able to identify the reasons why the Pilgrims came to the New World.

Students will be able to explain how the inventors and colonist would benefit from a new colony.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will label the main parts of the ship and write a brief description about each one. This need to include the parts importance, who is responsible for it, and what activity occurs there. This information can be written on index cards and attached to the sides of the poster. They must connect the index cards to the part it represents on the ship using string or yarn.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Map of the world retrieved from <http://www.teachervision.fen.com/tv/printables/kt_maps/kt_map_world.pdf>

Outline maps of the world

Pilgrim Fact Cards retrieved from <http://www.teachervision.fen.com/discovery/american-colonies/785.html?detoured=1>

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**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

As a class, we will watch a 16 minute video, taken from the Scholastic website <http://www.scholastic.com/scholastic_thanksgiving/webcast.htm>. This video will give the students a tour of the pilgrim village. After the video, we will start out our unit by doing a KWL on Pilgrims. They will then get a map of the world and separated into groups. We will have a brief mini lesson about how to read maps and how to chart out a journey on our maps. The students will then get to determine how they would map their own journey if they were leaving for America. After getting to map how they would go, I will show the actual journey the colonist took. We will share our maps with the class. I will then explain to my students that we will be spending the next week learning of the colonists who came to America.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. As a class, we will go to the computer lab to get onto the scholastic website and explore the Mayflower. We will explore the links, “Voyage on the Mayflower,” “Tour the Ship” and “Pilgrim Timeline.” They will be required to write down facts they get from these three sections.
2. We will then explore the *Mayflower* interviews to include the interviews for Ship’s cooper John Alden and Mate Robert Coppin.
3. The student’s will be gathering information about the key parts of the ship as well.
4. After gathering all our information, back in the classroom we will discuss our interesting facts and I will give out the Pilgrim Facts to everyone so they have more information for their final presentations.
5. From here, the student’s will get back into groups and we will do our own diagram of the Mayflower. They will determine the size and dimensions of the ship as well as key parts. I will display “Tour the Ship” as a guide as they do their work.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

To close today’s lesson, each student will have a note card and they will write down 2 interesting facts they learned today about the pilgrim’s journey on the Mayflower.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?